**Metropolitan University - Bayamon**

**School of Social Sciences, Humanities and Communications**

**Department of Humanities**

**CODE**: ENGL 201

**TITLE**: Introduction to Literature

**LEVEL**: General Education

**REQUIREMENTS**: English 101-102

**DURATION**: One semester

**CREDITS**: Three Credits

**SEMESTER:**  2012-2013-02 (Jan-May 2013)

**SECTION:** 931 **ROOM: CUB 413**

**COURSE HOURS: Tuesday and Thursday 9:00 – 10:29 am (3 hours per week)**

**PROFESSOR**: Dr. Sally Everson

**CONTACT**: professorsallyeverson@gmail.com / leave message with receptionist on 2nd floor or at: 787-288-1100 ext. 8335

**OFFICE HOURS**: T-R 1:30 – 3:00, and by appointment, *5to Piso (Ed. C), Sala para desarrollo e investigación de Facultad*

**I. Course Description:**

This course is designed for those students who have completed the first year basic course of Eng. 101-102.

This course offers an introduction to literary fiction and literary analysis through the study of literary genres. This course emphasizes the two major literary forms: short story and the novel. Through a selection of readings, students will be familiarized with formal elements of fiction and the basic tools for analysis of texts. Some of the types to be studied include traditional stories expressed as fable, fairy tale, legend, and myth, as well as the modern short story and the novel. The course aims to survey a variety of subgenres (historical fiction, realistic fiction, fantasy, mystery, science fiction) and contexts (historical, cultural, social, political, and economic). Contemporary emerging digital forms such as graphic fiction, micro fiction, fan fiction, and flash fiction will also be discussed and related to traditional genres and formats (textual and audio-visual).

**II. Course Justification:**

The purpose of this course is to provide the basic skills to understand and appreciate literary texts through myriad historical periods up to including the present era. Reading literary and popular fiction provokes critical thinking, helping students develop the necessary background knowledge to appreciate and evaluate contemporary cultural works of fiction.

**III. General Objectives:**

At the end of the course the students will:

1. Recognize and analyze short stories and a novel and various literary subgenres.
2. Read literary and popular fiction in English for pleasure and enjoyment.
3. Develop an awareness of the importance of literary genres and subgenres.
4. Develop an awareness of the deeper values and insights that critical reading offers.
5. Share analysis and insights about literary fiction in an informed manner.
6. Apply skills in this course to other subject fields and other types of texts or media.

**IV. Specific Objectives:**

By the end of the course the students will:

1. Identify and define elements of fiction:
   * 1. Title
     2. Plot
     3. Conflict
     4. Setting
     5. Action
     6. Dialogue
     7. Characterization
     8. Narrative point of view (narrative voice)
     9. Theme
     10. Figurative elements
         1. Tone
         2. Mood
         3. Style
         4. Symbolism
         5. Irony
         6. Allegory
         7. Unity
2. Identify the exposition, rising action, climax, falling action, and denouement of a story or novel.
3. Summarize the plot of a short story or novel.
4. Determine the type of conflict in a short story or novel.
5. Determine and explain the setting in a short story or novel.
6. Determine whether action is episodic or chronological and identify any narrative techniques used (flashback, flashforward) in a short story or novel.
7. Distinguish the types of characters in a short story or novel such as protagonist, antagonist, hero, villain, antihero, and foil, as well as techniques of characterization.
8. Determine the point of view or narrative voice in a short story or novel.
9. Identify and explain a major theme, metaphor, motif, or symbolism in a short story or novel.
10. Determine if irony is present in short story or novel, and the type of irony if present (verbal, dramatic, or cosmic).
11. Determine if a story can be read as an allegory, and explain what the story allegorizes.
12. Analyze common elements in specific sub/genres of short stories and novels.
13. Read, summarize and analyze stories in writing and orally.
14. Discuss personal responses to stories in class and in writing on an electronic social media site (Wiki Discussion Group).
15. Apply literary analysis to contemporary texts such as TV shows, movies, videos, ads, video games, and songs.
16. Apply knowledge of genre and narrative development to emergent digital forms such as fan fiction, flash fiction, micro-fiction, and graphic fiction.
17. Research an emerging genre of fiction and prepare a Wiki page to share the information to class (individual or group).
18. Read and analyze an emergent piece of fiction and present it to class orally.
19. Research a traditional Puerto Rican folk story and prepare a Wiki page to share that information with the class. (individual or group)
20. Read and analyze a traditional Puerto Rican folk story and present it to class orally.
21. Recognize the differences and similarities between traditional/popular and literary/modern fiction.
22. Be aware of popular and emerging genres of fiction.
23. Gain appreciation for traditional Puerto Rican literature.
24. Identify their own generic preferences in literary, popular and emerging fiction.
    1. Participate in an online social media group (Wiki Discussion Group) to share responses and analysis of texts with the class and the professor.
    2. Compare and contrast popular texts with literary texts.
    3. Comment on the class Wiki Discussion Group page about the texts, assignments, and/or projects.

**V. Competencies:**

The following competencies will be developed throughout the course:

1. Close and critical reading of a variety of fictional texts.
2. Engaging new ideas found in texts and being aware of the different approaches to analyzing these ideas.
3. Creatively expressing oneself in writing using digital social media (Wiki, Discussion Group).
4. Reading and discussing various genres of fiction for enjoyment.
5. Working effectively in small groups.
6. Presenting ideas and information individually and in small groups.

**VI. Teaching Strategies:**

The following teaching strategies will be used throughout the development of the course:

1. Formal and mini-lectures and lecture/discussion.
2. Small and whole group discussion of reading selections.
3. Discussion of pre-reading and post-reading questions to foment reading  
   comprehension and critical analysis.
4. Use of graphic organizers to recall and analyze readings.
5. Cooperative learning activities and group assignments.
6. Guided and independent reading of selections.
7. Follow-up activities in pairs or in groups to reinforce reading and study skills
8. Use of digital slides and videos to illustrate concepts, reinforce vocabulary, and  
   encourage individual interest as well as group discussion.
9. Cooperative and individual writing of paragraphs and longer responses.
10. Use of online activities including digital social media (Wiki) to enhance students' knowledge of the texts, authors, genre, and contexts.
11. View movies related to the assigned reading to encourage class discussion and facilitate writing activities.

*\*Acomodo razonable*

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**VII. Students' Evaluation:\***

1. The Final grade will be distributed among the following assignments:

2 Exams (Midterm & Final) 30%

Quizzes (on readings and lecture material) 15%

In-class Participation & Assignments 10%

Project 1: Wiki Discussion - Analysis & Response 15%

Project 2: PR Folk Literature Wiki Page & Present. 15%

Project 3: Emergent Fiction Wiki Page and Present. 15%

*\*Evaluación diferenciada para estudiantes con necesidades especiales.*

1. Specific evaluation instruments (rubrics) will be used for Discussion, comment writing, projects, and project presentations.
2. Final exam is mandatory.
3. Quizzes are given at the beginning of class, and some are timed. Some quizzes cannot be made up if missed. Always check with the professor as soon as possible.
4. Grades will be based on the following scale:

100-90 A 89-8 B 79-70 C 69-60 D 59-less F

1. Academic Honesty & Integrity Policy: Any work turned in for grading that is judged to be done by someone other than the student will receive a "0" and returned. The first time the student will be allowed to make up such work. The second offense for turning in work done by someone other than the student, based on comparison with individual work done in class and under the supervision of the professor, will receive a "0" and cannot be made up. For the third offense, the student will receive an "F" for the course and be reported to the Academic Dean or appropriate administrator.
2. Attendance: will be taken for all class meetings, but are not part of the student evaluation. Mere attendance does not count toward the final grade, but every class will have some kind of in-class assignment or task that will be evaluated and graded. Attendance and punctuality will be taken into consideration for borderline grades (59, 69, 79, 89) and for other situations such as incompletes or special make up work.
3. Incompletes: students may request an incomplete if they have completed a minimum of 50% of the coursework by the last day of class and had acceptable attendance and participation up until the student could no longer attend. All work on this syllabus must be completed within the timeframe established by UMET in the following semester; no assignments, exams, quizzes, or projects will be eliminated. The student is responsible for contacting the professor and completing all work in a timely manner.

**IX. Textbook:**

--No textbook is required. Most materials and texts will be provided through the Class Wiki (http://english201-umet.wikispaces.com/Course+Materials) and/or held on reserve in the library. The following two novels need to be purchased:

*Animal Farm* (1945) by George Orwell (any unabridged publication in English—may also be read free on-line – link provided on class wiki).

*Fables, Vol. 2:* *Animal Farm* by Bill Willingham and Mark Buckingham (illus.). NY: Vertigo, 2003. Graphic novel. ISBN-10: 140120077X, ISBN-13: 978-1401200770.

**X. Other Resources:**

1. Internet- This course requires internet activities which help students use the web for research, presentation, and collaboration. UMET has several computer laboratories and computers available in the library for student use.

Students will need:

a. An Email account: through UMET or a personal account (available free through yahoo.com, gmail.com, hotmail.com, etc);

b. A Wikispaces account: available free through www.wikispaces.com – to view and download the course materials and communicate with class and groups.

d. Access to specific Internet sites, articles, and other materials: links will be provided through the class wiki, at: http://english201-umet.wikispaces.com/.

**XI. Attendance and Class Environment**

Students are required to attend all classes and actively and willingly participate. Students should arrive to class on time and prepared to work with materials (readings or lecture slides), notebook and writing utensils. Gadgets and other electronic devices such as laptops, netbooks, tablets, smart phones, cell phones, IPODS or MP4 players must be shut off and put away unless used for course activities. If a student is waiting for an important call or message, please be discreet and leave the room when taking the call. The professor will ask a student who is habitually using cell phones, laptops or other gadgets to leave the classroom. Text messaging, web surfing, and social networking (i.e. FaceBooking, Texting, etc.) that is not class related is inappropriate and rude in a classroom and will not be tolerated.

If a student is late to class, she or he should quietly join the class without interrupting the professor or other students. Any timed quizzes in progress will not be extended for late arrivals. Consult the professor at the end of the class or when appropriate to find out what was missed, and if quiz can be made up or not. Please do not interrupt class to ask about missed work.

Absences should be cleared with the professor. More than three absences (6 hours) may severely lower a student’s grade. Three late arrivals or early leaves will count as one absence. Any personal problems or extended illnesses that prevent attendance should be reported immediately to the professor to make proper arrangements for makeup work. It is the student’s responsibility to be sure any missed work has been completed. It is prohibited to have the attendance of children or others not registered in the class.

A healthy and respectful learning environment is the right of all students; any student who acts disrespectfully, disruptively, inappropriately, or otherwise impedes the flow of class will be asked to leave. Threatening, harassing, hurtful, demeaning, or abusive behavior will be reported to the proper authorities. This class will promote a healthy style of life free of drugs and alcohol. All students enrolled in this class are expected to succeed and will be encouraged to exceed its stated objectives.

**XII. Course Outline**

The following is a schedule of class activities. These dates are tentative and may change. Consult the class wiki and/or the professor for any missed classes.

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| Week 1 (Jan 17) | Greetings & Introductions: Professor, Students |
| Week 2 (Jan 22-24) | Introduction to course: syllabus, student profiles & expectations  Lecture/discussion: Fiction –What is it? Why do we read or enjoy fiction? Why is it important to study?  Reading: “Cracked Pot” Traditional fiction  How genre shapes reading and experience of a text  Lecture: Popular genres of fiction  Discussion Comments: Favorite genres in popular fiction |
| Week 3 (Jan 29-31) | Monday: Class Held in Computer Lab (TBA)  Wiki workshop: getting an account, joining class wiki  Reading Critically  Lecture 1: Rhetorical Analysis: Author, Text, Audience  Reading #1: Aesop’s “The Ant & the Grasshopper”  Assignment 1: Rhetorical analysis of an Aesop fable  Viewing: “Silly Symphony: The Grasshopper and the Ants” (1934, Walt Disney)  Discussion comments: Which version do you prefer – Aesop or Disney’s? |
| Week 4 (Feb 5-7) | Reading #2: Modern fable - "The Ant and the Grasshopper" by Geoffrey Grosshans  Lecture/Discussion: Characters in Fiction – Modern fables  Assignment 2: Character Analysis of a modern fable: “The Ant & the Grasshopper” by Geoffrey Grosshans  Homework: Find and read information about: Charles Perrault and the Grimm Brothers  Genre: Traditional Fairy Tales  Rhetorical analysis: Author, text, audience – fairy tales by Perrault  Reading #3: “Little Red Riding Hood” by Charles Perrault  Discussion: Story ending? Versions? Compared to Disney (based on Grimm Brother’s versions)  Lecture 3: Narrative or plot structure (exposition, protagonist/antagonist, setting, conflict, rising action, climax, falling action or denouement, chronological sequence, flashback, flashforward, in medias res)  Assignment 3– Complete a Plot Chart for Traditional fairytale: “Little Red Riding Hood” by Charles Perrault |
| Week 5 (Feb 12-14) | Lecture 4: Literary Elements: Voice, Figurative Language, Tone and Style. Tone, Imagery and Style in “The Company of Wolves”  Reading #4: Modern fairy tale: “The Company of Wolves” by Angela Carter  Assignment 4: Tone in “The Company of Wolves”  Viewing: Movie – *The Company of Wolves* (1984) |
| Week 6 (Feb 19-21) | Viewing: Movie – *The Company of Wolves* (film, 1984)  Viewing excerpts: *Red Riding Hood* (film, 2011 )  Wiki discussion comments: Differences in symbolism in Company of Wolves versus Red Riding Hood |
| Week 7 (Feb 26-28) | Lecture/Discussion: Myths & Legends  Reading #5: Traditional Myth: “The Hummingbird” (Taino)  Assignment 5 –Myth Chart for Reading 5  Lecture: Coll y Toste and Puerto Rican Legends  Reading #6: Legend: “Eleven Thousand Virgins” by Cayetano Coll y Toste  Assignment #6 Legend Chart |
| Week 8 (Mar 5-7) | Midterm Review: Rhetorical analysis, Genres: Fable & Fairy tale, Character analysis, Narrative Structure Analysis, Literary Elements: Voice, Figurative Language, Tone, Style  Midterm Exam:  Readings 1-6, identification & discussion, rhetorical analysis, character analysis, and narrative structure analysis, literary elements |
| Week 9 (Mar 12-14) | Class in Computer Lab  Project 2 Launch: PR Folk Literature  Lecture/discussion: Historical Fiction  Reading #7: *Shakespeare in Love* [film]  Assignment: Historical Fiction chart |
| Week 10 (Mar 19-21)\* | Finish viewing: *Shakespeare in Love*  Lecture/discussion: Science Fiction  Reading #8: “The Ones Who Walk Away from Omelas” by Ursula LeGuin  Assignment: Critical Response to Fiction “The Ones Who Walk Away” [in class] |
| ***Semana Santa***  March 25-29 – No classes | |
| Week 11 (Apr 2-4) | Responding to Literature: [Institutional Assessment]  Lecture/discussion: Realist fiction: Social Realism  Reading #9: “I Want to Work” by Sherwood Anderson  Assignment 9: |
| Week 12 (Apr 9-11) | Project 2 Presentations: PR Folk Literature Wiki pages  Lecture 10: Contemporary Novel  Reading #10: *Animal Farm,*  George Orwell  Chapters 1-2-3  Rhetorical analysis: author, text, audience |
| Week 13 (Apr 16 - 18) | Discussion: Novel *Animal Farm* Chapters 4-6  Chapters 7-10  Assignment 10: Analysis and Response to Novel  Literary analysis: character, theme, symbols, etc |
| Week 14 (Apr 23-25) | Project 3 Launch: Emergent Fiction Wiki Page (small groups 2-3, or individual)  Lecture: Graphic Fiction – The Graphic Novel  Reading #11: *Fables, Vol. 2*: *Animal Farm* (Bill Willingham, writer and Mark Buckingham, illustrator) |
| Week 15 (Apr 30 May 2) | Discussion: Graphic Novel: *Fables*, *Vol. 2* – *Änimal Farm*  Assignment: Critical Response to a Graphic Novel |
| Week 16 (May 7 – 9)  Last week of classes | Project 3 Presentations: Emergent Fiction Wiki Page  Final Exam Review: R.7-R.11 |
| FINAL EXAMS (May 14-17) | Final Exam: Readings 7-11, Lectures 7-11  Date / time established by UMET Final exam schedule |